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ABSTRACT

The first of two papers presented in this publication examines the problems of establishing and maintaining a rapport between colleges of education and local schools for their mutual benefit. In an ideal setting and relationship, colleges would conduct research and controlled demonstrations, with the results of the research being implemented by the schools for the continued improvement of educational practice. Schools would define their major needs and this definition of needs would produce research agendas the colleges would undertake. Ways in which this ideal could be achieved are considered. The second paper describes a program in which collaboration between a consortium of institutions of higher education and local education agencies developed an inservice field-based program for certification in early childhood education. (JD)

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Professional Development

Occasional Paper 2

Dwight W. Allen

MERGING RESOURCES OF THE IHE AND THE LEA FOR THE IMPROVEMENT OF INTER-INSTITUTIONAL PROGRAMS

Gordon E. Eade

THE COMPETENCY CENTERED FIELD BASED EARLY CHILDHOOD CERTIFICATION PROJECT

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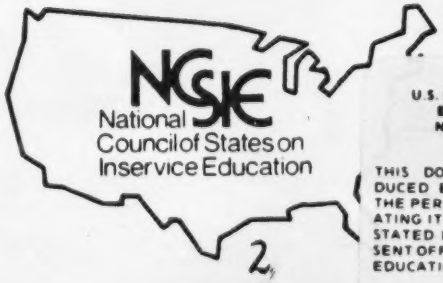

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MERGING RESOURCES OF THE IHE AND THE LEA FOR THE IMPROVEMENT OF INTER-INSTITUTIONAL PROGRAMS

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THE COMPETENCY CENTERED/ FIELD BASED EARLY CHILDHOOD CERTIFICATION PROJECT

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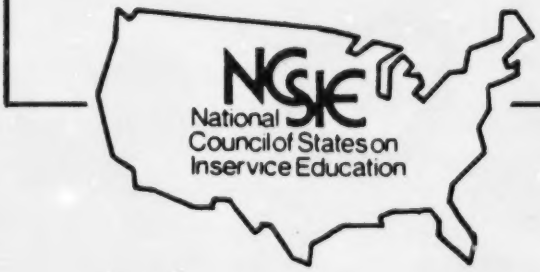

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MERGING RESOURCES OF THE IHE AND THE LEA FOR THE IMPROVEMENT OF INTER-INSTITUTIONAL PROGRAMS

Dwight W. Allen

With relatively few exceptions, schools and colleges never seem to work very well together. In the absence of cooperative ventures, universities have established their own laboratory schools, and schools have established their own research departments. This inability to collaborate has resulted over the years in all too familiar charges and countercharges. School personnel argue that colleges and universities do not train teachers appropriately; colleges and university faculty counter that the schools cannot appreciate the teacher training provided by them. Schools tend to be insensitive to research results. When research is readily available, they seem unenthusiastic about implementing findings and unwilling to give high priority to revisions in accord with recent research data.

The problems of inter-institutional cooperation are exacerbated by the current climate in the United States. The increasing complexity of society has made schooling more complex. It is more difficult to win agreement and approval from society's members for this schooling. Today the schools are instructed by society to do a better job of teaching basic skills. There is no universally acceptable definition of basic skills, however, which makes implementation difficult even when commitment and intention exist. It is difficult to decide what other aspects of the educational experience may have to be sacrificed in order to gain an incremental improvement in basic skills acquisition by students. Do we dispense with physical education? The arts? Practical living? Shop? Typing? Survival skills? Home economics? The schools are increasingly asked, required, or expected to perform social service activities. This range presents the schools with tasks that are too heavy and too numerous.

School's resources are limited, and oftentimes resources gained under one mandate from society must be diverted in order to accomplish yet another mandate for which sufficient resources have not been provided. Educators may compound the situation by having their own priorities which conflict with those of society. They attempt to subvert the directives of society in order to accomplish other goals which they perceive as more important to education than the tasks which have been assigned to them.

Societal dissatisfaction with education, at both secondary and tertiary levels, has created a new, albeit negative, incentive for these institutions to cooperate. All social institutions are under scrutiny and attack as antagonists seek out their weaknesses. It behooves all educational institutions to band together to elaborate their common wealth. There is a need for new definitions, objectives, practices, and new data, all to define a fresh starting point. Old objectives and practices which have long been accepted without question are now being questioned. As a consequence of the questioning, but not necessarily as a result of substantiation of basic faults in the educational system, resources once readily available are being withdrawn or reduced.

If lack of inter-institutional cooperation in the past led to a duplication of effort that was cumbersome and inefficient, it now threatens the very existence of our educational institutions. The real question is whether, despite the new, skeptical attitude society holds, an innovative system of genuine, inter-institutional cooperation can emerge to serve the interests of both schools and colleges.

At present inter-institutional cooperation can be best characterized as too often a matter of incidental, although mutual, conve-

dience. It is usually stimulated by external requirements by state legislatures that external evaluation be carried out on school programs which they have funded.

The federal role in implementing inter-institutional cooperation has been pivotal in the past twenty years. A prime example of federal incentive for universities and schools to cooperate in a major way has been the Teacher Corps. Although the results have been uneven, Teacher Corps has made some real contributions to developing new models of school-university cooperation, adding the important dimension of community cooperation. Teacher Corps has utilized a "carrot" approach, the carrot being the added availability of resources obtainable only under the aegis of inter-institutional cooperation. Happily, even with the carrots gone and program funding at an end, the projects' successes continue. It is necessary that the reasons for many of those be pointed out. It is largely the result of strong interpersonal relationships which developed as a result of the interaction between institutions required, provided for, or stimulated by the Teacher Corps program.

Possible Patterns of Inter-Institutional Cooperation

The most successful type of inter-institutional cooperation has been one based on practical, fiscal supplement when an institution has obtained resources to implement a specific plan and approaches the other institution with money, staff, or machinery in hand. It may be that a school has gone to a university with an idea for inservice training for which it desires funding. The university contracts to provide the training as suggested by the school. If funding is obtained, cooperation is the outcome. In providing training for the school, the university gains access to a population for applied research and has the agreement of the school to conduct such research.

Often a university will go to a school and suggest areas of research. When the school deems it to its advantage to obtain this information, then agreement and cooperation are likely. On such a basis we have been able to gain data and new perspectives on such subjects as discipline problems, new curricula, school finance issues, and alterations of organized patterns.

The major argument of this paper is that inter-institutional cooperation should not have to be opportunistic, as it is now. In conceptualization it should be seen as an integral part of the education continuum. This education continuum has at least four levels: the family, the community, the school and higher education. Part of the continuum is the province only of the school and part is the province only of the university, but the school and university overlap to provide major areas of inter-institutional cooperation. The majority of school programs fall outside the area of overlap and will remain the exclusive province of the school or institution of higher education. As one moves into the area of overlap, inter-institutional cooperation becomes more appropriate and more necessary.

The first step of cooperation is achieved where higher education institutions are occasionally accorded a presence in the school by individual invitation. Let us take as example a school which is having problems in meeting the needs of a small group of learning disadvantaged children. The principal and special education teacher discuss the problem and invite a professor from the local college to come to the school and provide expertise in solving the problems. This is a casual arrangement, yet it provides the potential for further interaction.

The second level of interaction comes when higher education institutions agree to provide resources and support for *school initiated* and controlled areas of inquiry. Higher education would make its personnel available to the school. In the special education example just mentioned, the school suggests that the problems experienced are not unique to that school but are district wide. The professor suggests that his her college cooperate by researching the school-defined issue and providing the personnel to do the research as delineated by the school system.

The third level of interaction is when the school and the college or university have *mutual* areas of interest to explore and where the control is shared in some manner. Initiation of the cooperation may come from *either party*, and resources may be commingled. Again, in the special education example, initial research into the district wide

THE SCHOOL AND COLLEGE
UNIVERSITY INTER-INSTITUTIONAL
PROGRAM CONTINUUM

THE SCHOOL

S-4 CU-O	S-3	S-2	S-1	
	CU-1	CU-2	CU-3	CU-4 S-0

THE COLLEGE OR UNIVERSITY

S-4/CU-0 School programs
College and university participation by invitation

S-3/CU-1 School programs requiring college/university help
School controlled

S-2/CU-2 Mutually defined and controlled programs enhanced and more cost effective as a result of predictable and systematic inter-institutional cooperation

CU-3/S-1 College/university programs requiring school help
College/university controlled

CU-4/S-0 College/university programs
School participation by invitation

FIGURE I

problem indicates what is needed is a relatively ambitious cooperative analysis. A program is created to solve the difficulties encountered with continued monitoring and revision. Resources are committed by participant institutions and control and responsibilities are shared.

A fourth level of interaction, as viewed from the school end of the continuum, is the area of experimental ventures where the school agrees to make its resources available to institutions of higher education to accomplish higher education agendas. Substantial control is taken by the institutions of higher education and not the school. For example, the hypothesis is put forth that a school's special education program problems may be due to the inability of teachers to deal with sociocultural differences of a population which is overrepresented in special education classes. The school does not have personnel who have the qualifications to pursue the issue and agrees to give over a relative *carte blanche* to the university in hopes that the research will result in easing the problem.

Approaching the continuum from the perspective of the university or college, there are levels which do not involve or require inter-institutional interaction. For example, university professors are beginning to investigate possible educational applications of microcomputers. The initial point of interaction with schools occurs at the individual, invitational level. A university professor invites a fourth grade teacher to serve as a resource person to provide a "practical perspective" to his or her investigations.

The second level is initiation of activities by higher education institutions in which the school cooperates. Our microcomputer investigation seeks a school site for program testing, or a list of students and addresses where microcomputers can be installed in the home.

A third, broad, level exists where the college or university cooperates with the schools and shares resources, control, and responsibility. At this level, the university takes responsibility to provide the new technology and to use it to accomplish existing or newly created programs of study in the school.

On the fourth level, university resources are made available to the schools at the schools' request and under the schools' direction. A school may request the university to create a curriculum to teach students to program and operate the microcomputer itself.

If inter-institutional cooperation is con-

ceptualized in this broad manner and used as a basis for action, then the activities which are now somewhat halfheartedly and haphazardly undertaken may form a basis for regular interchange.

Figure 1 is a representation of the continuum and its levels as we have been discussing them.

Inter-institutional programs have not worked well in the past because each institution has *not* seen the advantages in such cooperation. There have been many cases where good will, a service orientation, and a larger vision have led institution leadership to cooperate, disparate institutional incentives working to the contrary. But inter-institutional incentives have never taken root. Even abolishing disincentives becomes a major agenda for inter-institutional cooperation.

The lack of incentive applies both to the institution and to the individuals working in those institutions. There are powerful reasons why institutions have avoided cooperation. It is important to be aware that the individual rewards are tied closely to institutional activities rather than inter-institutional cooperation. Compensation, tenure, promotion, and the awarding of discretionary release time, extra compensation, or personal recognition, are based on how the individual has worked within the institution, not on how the individual has sought out activities which would benefit other institutions as well. Often higher education personnel may jeopardize their position in the institutional structure by getting involved in inter-institutional service programs. School teachers are equally rarely given incentives to venture into the inter-institutional realm. They usually undertake such activities not only at professional risk but as an overload for which they are not adequately compensated.

Some of the reasons why individuals have avoided cooperation may be based more on a prejudicial stereotype than on reality. Inter-institutional cooperation does tend to add complexity to the already complex role of leadership and administration in individual institutions. Attempts at cooperation are mistaken to be empire building either by individuals or institutions. Sinecures are challenged and threatened by the spectre of cooperation. Some people simply do not want to change or to reach out. They feel, often with justification, that their time-honored practices will be challenged by too much exposure and examination. What this means is that attempts to create inter-institutional cooperation are often subverted by covert and competing goals held by individuals. This, coupled with tradition and prerogative, makes inter-institutional cooperation difficult.

It is impossible to assign accountability for this reluctance, for there are so many factors involved. There are stereotypes and negatively valenced expectations to be overcome. There is competition and jealousy, with the question of control often playing a strong part in the decision to work towards or against inter-institutional cooperation. There is far too much influence of fad and style, and shifts in control undermine involvement. A project launched with enthusiasm and great commitment under one administration may very well be given low priority or indeed be prematurely terminated by a subsequent administration. There is an unfortunate lack of commitment to continuity, which has led frequently to fruitless repetition of effort and unsystematic experimentation with very little evolutionary benefit.

There is almost inevitable frustration involved in inter-institutional cooperation. Decision-making chains to implement major inter-institutional efforts are long. It seems as if every member of the decision-making chain wants to leave his/her imprint upon the project. (The adage is too true that saying no gives more power than saying yes). Initiative and enthusiasm wane as alterations must be made and time is consumed by bureaucratic maneuvering. The project, upon approval, may bear very little resemblance to the project initially conceived and agreed upon by the cooperating institutions. Institutional colleagues may even be turned into adversaries as they attempt to get a project going.

Styles of institutions differ and lead institutions to have different tolerance levels for risk and different criteria for evaluating the potential productivity of mutual endeavors. Unfortunately, there is often little appreciation and much less tolerance of other styles and other priorities. In sum, there appears to

be little incentive to work for inter-institutional cooperation.

It is only as we recognize these problems and approach them head-on that it becomes possible to create new patterns of inter-institutional cooperation while avoiding old pitfalls. Happily, there are many reasons why we are well advised to continue our efforts. The payoffs of inter-institutional cooperation are very real and become even more valuable in times of change, transition and contracting resources.

The Potential of Future Inter-Institutional Cooperation

Let us take the example of inservice training. Institutions of higher education have a tremendous stake in inservice education because of the declining market for preservice personnel. It is a matter of survival that they redefine themselves and their programs to have more involvement in activities in which they have not traditionally been involved. At the same time, school systems are faced with much more stable teaching populations and have the *need* for training and updating of staff competence in order to help the staff meet new criteria by which they will be evaluated. The infusion of new staff long provided informal on-the-job retraining of older staff members in new skills. The stabilization of the teaching population means this training is no longer effective or even possible. Therefore, there is a great mutuality of need in inservice training of teachers for both schools and colleges. It is an ideal time for experimentation with greater inter-institutional, mutual involvement. There are many aspects of inservice education which provide a rich soil for inter-institutional cooperative efforts—in areas which are virtually untouched.

Crucial to the success of any form of inter-institutional cooperation is the establishment of ground rules. Who pays, who gains, who controls, who does the work, who takes the risk, who assumes responsibility, who initiates, who facilitates, who evaluates—all these questions must be answered and rules of operation clearly spelled out. In the past, these issues have, by design, been left unresolved or partially resolved. The profession needs a genuine commitment to systematic organization and well defined patterns of action. It is this careful definition of structural relationships and activity for inter-institutional efforts that reduces both the cost and time which must be invested to produce successful projects.

Predictability reassures each institution that its commitment to the activity is indeed worthwhile. However, over-organization is as debilitating to creativity and cooperation as under-organization, and there must be room for unexpected turns of events.

The right level of continuing relationships nurtures a sense of closeness which most inter-institutional relationships never reach. With closeness comes trust, and with that trust the time investment for decision making is reduced. In generating proposals or obtaining approval for activity, this closeness and trust becomes a valuable asset, for rapid action may be vital to obtaining funding for a joint activity. Oftentimes this closeness may make the difference between a marginal, indecisive yes, and a marginal indecisive no, and can, therefore, encourage an activity or kill it.

Ultimately, the complexity of our society requires a new approach to inter-institutional cooperation. In an ideal setting and in an ideal relationship, colleges and universities would conduct research and controlled demonstrations, with the results of the research being implemented by schools in an orderly fashion for the continued improvement of educational practice. Schools would define their major needs and this definition of needs would produce the research agendas universities would undertake. As a result, the universities would produce generative answers which are needed in the improvement of practice. Colleges and universities would train school system staff to school specifications and schools would reflect emerging ideals of practice.

In the real world, however, everything is a bit unclear. It is a world of suasion and inconsistency, of lack of commitment, of non-educational judgements, of politics, of contrasting and conflicting styles, and of shifting priorities. It is a world where what is known is unclear, where opinions become too important, where research evidence is cloudy, compromised, or ignored, and where the exigencies of educational practice may be

slighted. It is this real world which can be greatly improved if the proper climate for inter-institutional effort can be created. Today no one can really say with assurance what works, what does not, and why. While this is due in part to the unsystematic nature of educational experimentation, it is also due to decisions having been made to implement or discontinue experimental practice for non-substantial reasons. In this way, the cooperative research which could have established a new educational order or improved current education was thwarted.

The improvement of school practice needs to be informed by the results of research and supported by training and retraining. Research and training activities, in their turn, need to be informed by social and educational principles, by the social need, and by concern for potential victims of educational malpractice.

The educational world is complex; the needs are many and the resources are becoming more scarce. It is an outrage that institutions have not been able to achieve the substantial benefits of mutual cooperation. Cooperation must have a higher priority assigned to it. It is irresponsible to allow educational research to ignore the needs of practitioners and to allow the training of teachers to take place in outmoded models which are not respected by the schools they serve.

A very real possibility is that society will demand and create a much more centralized system of education, taking power and control away from all local agencies—the schools and the colleges and universities. If we are to retain local control, we must establish its merits. This means there must be recognized responsibility for systematic introduction of new content, processes, and methodologies. There must be assumption of the responsibility to document success and failure of experimental efforts. There must be a level-headed willingness to submit to monitoring in order to guarantee that schools, colleges and universities work to meet the needs of society with high standards. If we can develop, define and accept minimum controls, many of which would result naturally from strong inter-institutional cooperation, then the educational world will emerge healthier, more respected, and more unified.

Inter-institutional cooperation is born of three needs: a social need and responsibility, an institutional need and responsibility, and an individual need and responsibility. Each must be addressed and considered. We must give our attention to meeting these needs by exchanging the present patterns of arbitrary isolationism for a mature and productive interaction of institutions. Unless we can create an atmosphere of caring, identify reasonable levels of expectations, resources that become available to each only as a result of such cooperation, and provide a promise of stability, we will fail in meeting our crisis of opportunity. This crisis can be an incentive to find ways to develop new definitions of professionalism, of institutional identity, and of inter-institutional responsibility.

The basic problem is that the educational community does not recognize a social obligation for extensive, predictable and systematic inter-institutional cooperation. Until we accept this reality, we can expect only fragmented, unpredictable, and relatively unproductive results from whatever inter-institutional efforts are tacked on.

THE COMPETENCY CENTERED/ FIELD BASED EARLY CHILDHOOD CERTIFICATION PROJECT

Gordon E. Eade

Program Overview

The University of West Florida Early Childhood Certification Project which is both competency-centered and field-based was conceived through the efforts of the Florida Panhandle Early Childhood Consortium. From the outset in January, 1976, collaboration among area universities and school district Teacher Education Centers has provided the foundation for the conceptualization and implementation of the project. This Early Childhood Certification Project which has been implemented in two school districts in Florida (Okaloosa and Bay), represents one major outcome of the work of the Consortium, and the first activity supported by The University of West Florida Institute for Inservice Teacher Education.

Legislative actions placing inservice education as a high priority of the state, the establishment of Teacher Education Centers in the state, and the Florida Board of Regents' mandate to increase university resources to inservice education have each provided impetus for the creation of unique approaches to the organization and delivery of inservice education. Actions of the Consortium have been both reactive and proactive to these forces in addressing the goals set forth by this collaborative body.

The Consortium accepted as its major goals:

(1) Addressing the requirements for inservice education as set forth in the Early Childhood section of the Florida Public Education Act of 1975, and other subsequent legislation.

(2) Creating long-term alliances to maximize the efforts of those agencies and institutions which hold vested interest in the inservice education of teachers through pooling of monies, facilities, and human resources.

(3) Providing a continuum of teacher preparation experiences which are initiated at the preservice level and extended through effective inservice education.

(4) Developing a framework within which agency and institutional representatives who hold otherwise divergent responsibilities collaborate fully in developing an inservice field-based program for certification in Early Childhood Education.

The consortium body, including representatives from the University of West Florida, Florida State University, Florida A & M University, the Bay County Teacher Education Center, the Okaloosa County Teacher Education Center, The Panhandle Area Education Cooperative (PAEC) Teacher Education Center and the Florida Department of Education, is organized into two structures in order to accomplish its goals: a Steering Committee and a Study Work Task Force (SWTF). The Steering Committee in counsel with the SWTF develops specific charges which guide the efforts and energies for the SWTF and negotiates all matters related to the logistic facilitation of the Consortium activities, thus providing the support system for the functioning of the SWTF.

The Early Childhood Certification Project is one product of the work of SWTF. This project is the focus of this paper.

Description of the Project

When the inservice field-based project for certification in early childhood education had its initiation in the fall of 1977, SWTF took specific steps to provide necessary prerequisites. In direct and immediate response to the local school districts implementing the Florida Public Education Act of 1975, the SWTF mandated three areas of inservice education: (1) diagnostic and prescriptive teaching in the language arts, (2) diagnostic and prescriptive teaching in mathematics, and (3) utilization of aides, paraprofession-

als, and volunteers in the classroom. A Phase I Report (June, 1976) of the SWTF presents rationale and assumptions, identification of teacher competencies and suggested inservice components or activities in each of the three mandated areas.

This activity identified core competencies necessary to the field-based programs for certification in early childhood education. In identifying competencies, SWTF avoided recreating competencies and selected those which were particularly applicable to the teachers in the Florida Panhandle and available through other sources. Through this process SWTF compiled a list of ten (10) major competency statements and corresponding subheadings. (A complete list of the competency statements may be obtained by writing directly to Gordon E. Eade at The University of West Florida, Pensacola, Florida 32504.)

Initially, these competency statements were submitted to approximately 300 preservice and inservice teachers and administrators for refinement and clarity. Then, under each competency subheading, selected groups of teachers in the panhandle suggested ways that competency might be demonstrated.

Two school districts of the Consortium membership, Bay County and Okaloosa County, chose to implement these competencies in an inservice field-based program for certification in early childhood education. The project was designed for inservice teachers currently holding elementary education certification and desiring to add early childhood certification. Twenty-six teachers in Okaloosa County and twenty in Bay County participated in the initial project. Over the two-year period, 1977-79, forty-five teachers holding elementary certification in the two districts became eligible for early childhood certification.

The procedures for each participant were the same although they were individually paced. Those procedures were:

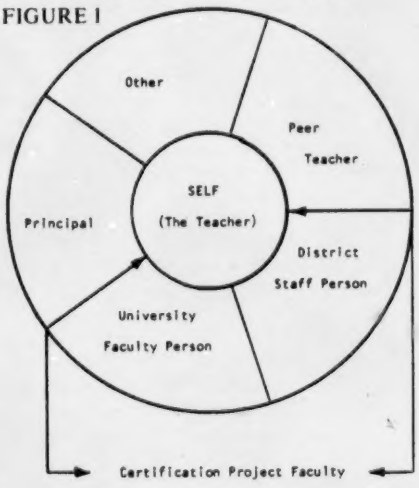
(1) Initiate study of competencies (introspection and reflection by writing a brief narrative response detailing one's own relationship to each competency area).
(2) Collect data to provide evidences of competency (ies).
(3) Name and convene SUPPORT TEAM for examination of data collected.
(4) Develop with the SUPPORT TEAM a plan of action with calendar projections.
(5) Develop identified competencies through steps agreed upon with SUPPORT TEAM.
(6) Reconvene SUPPORT TEAM for data analysis, assessment and counsel.
(7) Present a PORTFOLIO of competency (ies) data for certification.
(8) Participation with SUPPORT TEAM in translating competency documentation into a development PROFILE, or plan for continued study.
(9) Continue utilizing steps 2-8.

The SUPPORT TEAM (Figure 1) of each participant consists of four to six members; the participant, the participant's principal or his/her designee, a colleague (optional), a parent (optional), a district staff member, and a university faculty member. The district staff member is an individual within the participant's school district who has expertise and responsibility in early childhood, who is designated by the district administration to fulfill such responsibility, and who has been officially designated as a Faculty Associate by the Department of Elementary and Secondary Education at The University of West Florida.

SUPPORT TEAM

Competency-Centered/Field-Based
Early Childhood Certification Project

FIGURE 1



The university faculty member on each SUPPORT TEAM can be a representative of any one of the collaborating universities. This individual is assigned this responsibility as part of his/her regular teaching load by his/her university.

The PORTFOLIO of each participant is a very personalized system of data collection, interpretation, and analysis which leads to action commitments. There are four stages of PORTFOLIO development: (a) collecting data; (b) raising of questions and issues; (c) valuing and judging by each participant's SUPPORT TEAM; and, (d) commitment to action.

The culmination of this project is the recommendation for certification in early childhood education. The SUPPORT TEAM, upon satisfactory demonstration of competency in the selected competency areas, recommends certification of the participant through The University of West Florida. The recommendation made to the Chairman of The University of West Florida Department of Elementary and Secondary Education contains:

(1) An abstract of strengths and identified study needs for each competency area.
(2) The participant's development PROFILE.
(3) The statement of recommendation signed by all SUPPORT TEAM members.

The construction of the development PROFILE (Figure 2) for each participant grows out of the PORTFOLIO contents. The PORTFOLIO can be described as a representation of the individual s development stage in content knowledge and professional skills. Presently the PROFILE incorporates four stages: (1) "Can I make it?" (2) "I will make it." (3) "I am making it." and (4) "I can make a difference." In presenting a PROFILE adequate for certification recommendation, the following standards are applied:

(1) Each participant must demonstrate performance within or above the "Can I make it?" stage in at least eight competency areas.
(2) Each participant may demonstrate performance within the "Can I make it?" stage in no more than one competency area.
(3) Each participant must demonstrate performance within or above the "I am making it." stage in competency area X.

The full refinement and description of competency statements and growth stages, implementation of competency standards, and the further development of individual growth profiles are the active concern of the "faculty" of this certification project. The "faculty" who are all members of The University of West Florida Institute for Inservice Education, consists of the district staff members and the university faculty member of each support team. This "faculty" is designated within The University of West Florida as the "Certification Project Faculty" and is now made up of one person from Bay School District, two from Okaloosa School District, one from Florida State University, and three from The University of West Florida who meet regularly in considering the issues, participants, and the content and procedures of the certification project.

Effectiveness of Project

Realizing that the effectiveness of inservice education is not viewed in the literature nor among most teachers as making a difference for children in the classroom, surveys were made at the beginning of the second year of all project personnel to determine the comparison of "differences for children" of the competency-based and field-based inservice program and other inservice activities experienced by those personnel. In response to the question "How much has your involvement 'made a difference' for children in the classroom?" 67% of *Persons Demonstrating Competence* checked "Much Difference," and 50% of *Support Team Members* indicated "Much Difference." Survey findings also supported the need for the Certification Project Faculty to engage in continuous formative evaluation.

Adaptability of Project

The specific teacher competencies and the project procedures may not be adaptable or transportable to other teacher education programs. However, the process of identifying applicable competencies and the process of gaining and demonstrating competencies in field-based situations through collaboration and cooperation of all parties sharing

responsibility for teacher education within a particular locality or region are adaptable and transportable. The employment of such processes could result in more usable inservice education, greater differences for children in classrooms, and more cooperative teacher programs within professional communities.

This approach of meeting local needs through collaborative measures has been employed in the Okaloosa County The University of West Florida Teacher Corps Project 78 at the Baker Holt Schools.

IHEs and LEAs can work together on issues and challenges common to both. The Florida Panhandle Early Childhood Education Consortium. The University of West Florida Institute for Inservice Teacher Education and the Teacher Corps have each served, individually and collectively, as valuable resources in initiating and improving inter-institutional programs.

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